Indiana Department of Education
SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of "0." Indicators that received a "1" or "2" will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov *no later than midnight on Friday, September 21*.

Publisher Name/Book Title/Grade Level: Houghton Mifflin Harcourt/*Literacy by Design*/Grade 1

Section	Indicator Number	Publisher Comments	Evidence
Example: Professional Development	*Example: #4*	*Example: Info not originally provided to reviewers*	*Example: Customized options provided as noted in PD brochure attached.*
Phonics	#22 Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	Fluency practice for phonics components is referenced at point-of-use in the Teacher Guides. In the Comprehensive Teacher's Guide, Whole Class Charts provide whole group fluency practice using techniques such as repetition, echo reading, choral reading, and partner reading to focus on specific phonics skills introduced is Step 1, Build Reading Skills. Decodable readers are also referenced in the Comprehensive teacher's Guide to offer additional phonics support. Instruction in the Small Group Reading Teacher's Guide is explicit in Step 1 Build Reading Skills, and after instruction students immediately practice fluent reading using Leveled Readers with a focus on the same specific phonics component.	See Comprehensive Teacher's Guide, pp. 214, 224, 244, and 254 See Small Group Reading Teacher's Guide, pp. 242-243, 246-248, and 251-253.
Phonics	#25 Does the program clarify that high frequency words can be both regular and irregular?	Literacy by Design grade 1 instruction includes a balance between pattern spelling words and high frequency words which are "regular" and irregular." The development team analyzed several authoritative high-frequency word lists including Dolch, Fry, Harrison-Jacobs, and Fountas and Pinnell, and the final selection of words appeared on at least two or more lists.	See Comprehensive Teacher's Guide: pp. A32-A33 High Frequency Words pp. A34-A35 Spelling Routines (includes descriptions of how lists are broken down including "regular" and "irregular") p. 8 and 40 for an example of word lists

		High frequency and spelling words are introduced at the beginning of each week in the Comprehensive Teacher's Guide, and additional practice with the words is reinforced in the Leveled Readers.	
Phonics	#38 Are there activities for distinguishing and interpreting words with multiple meanings?	Vocabulary instruction in *Literacy by Design* follows Robert Marzano's six-step method. Students encounter new words, including words with multiple meanings, each week and engage in activities including restating, illustrating, discussing, and playing learning games. Vocabulary journals keep all student entries in one place so students can reflect and refine as they discover new meanings for words.	See vocabulary instruction in any leson from the Comprehensive teacher's Guide including pp. 410 412, 414, and 416

See Vocabulary Journal Master, p. 161 in Skills Masters |
| Phonics | #39 Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts? | Advanced phonics strategies are taught explicitly in the Comprehensive Teacher's Guide, and students receive additional practice using the Skills Masters. After mastery, students immediately apply skills to reading the decodable Readers and Phonics Stories, Whole Class Charts, and Big Books. Additional advanced phonics strategies are taught and reviewed in the Small Group Reading Teacher's Guide, and students immediately apply skills to leveled readers. | See Step 1: Build Reading Skills in the Comprehensive Teacher's Guide, pp. 386, 388, 390, 392, 394

See the Phonics Practice and Phonics Story Flashlight tag, Skills Masters pp. 116 and 119-120

See Small Group Reading Teacher's Guide, pp. 131-133, 206-208, 286-288 |
| Phonics | #40 Are words used in advanced phonics activities also found in student texts? | Advanced phonics strategies are taught explicitly in the Comprehensive Teacher's Guide, and students receive additional practice using the Skills Masters. After mastery, students encounter words used in advanced phonics activities in the decodable Readers and Phonics Stories, Whole Class Charts, Big Books, and leveled readers. | See Step 1: Build Reading Skills in the Comprehensive Teacher's Guide, pp. 386, 388, 390, 392, 394

See the Phonics Practice and Phonics Story Flashlight tag, Skills Masters pp. 116 and 119-120

See Small Group Reading Teacher's Guide, pp. 131-133, 206-208, 286-288 |
| Fluency | #5 Does fluency instruction include **cumulative review**? | *Literacy by Design* explicitly focuses on one specific fluency skill in each theme for whole class instruction. Multiple other fluency skills (teacher modeling, choral reading, repeated reading, etc.) are integrated in each | See progression of fluency skill "Use punctuation to inform meaning" in:

Comprehensive Teacher's Guide, pp. 28, |

		lesson, so students review and revisit each skill as the year progresses. Small group instruction also focuses on one skill, but teachers choose focus skills based on student level and need. Through systematic modeling and practice, students master fluency skills that cumulate throughout the year.	192, 390, 522 Small Group Reading Teacher's Guide, pp. 19, 34, 39, 64, 74, 79, 114, 154, 239, 259, 299, 309
Fluency	#9 Are letter-sounds taught and practiced frequently to promote automaticity?	Letter-sounds are taught and practiced frequently to promote automaticity in whole group in Step 1: Build Reading Skills of the Comprehensive Teacher's Guide and using the Whole Class Charts.	See Comprehensive Teacher's Guide, pp. 8, 14, 16, 18, 20 See Whole Class Charts pp. 4
Fluency	#11 Is fluency instruction integrated into each day's lesson?	Fluency instruction is integrated into each day's lesson in both whole group and small group. In whole group, integrated fluency instruction occurs each day during either Step 1: Build Reading Skills or Step 2: Read and Comprehend. Instruction includes teacher modeling, repeated readings, re-reading of familiar texts, choral reading, reader's theater, and echo reading. Every Small Group Reading lesson plan includes either a specific, focused fluency skill or repeated reading practice for students.	See Comprehensive Teacher's Guide, pp. 470 (teacher modeling), 471 (rereading), 476 (repeated reading), 478 (choral reading), 480 (choral reading), 482 (repeated reading) See any lesson in Small Group Reading Teacher's Guide including pp. 23 (practice reading aloud), 24 (using punctuation to inform meaning), and 25 (repeated reading and partner reading)
Fluency	#14 Is there an emphasis on reading multisyllabic words fluently?	Multisyllabic word instruction begins with syllable awareness in first grade and core instruction matures with students as they progress through the grades. First grade students receive direct on syllabication and revisit this skill in later grades as they encounter words of greater difficulty. In Step 1: Build Reading Skills, instruction focusing on developing oral language allows students to hear teacher modeling of multisyllabic words (especially from their vocabulary lists) and then use the words in class and partner discussions to help build fluency for when they encounter the words in their reading selections. Additional teacher modeling,	See Comprehensive Teacher's Guide pp. 24, 28, 354, 356 See Essential Resource Guide pp. 1-2, 23-24, and 43-44

		partner reading, and repeated readings of texts with these words also help develop fluency in reading multisyllabic words. Additional, explicit instruction on reading multisyllabic words can be found in the Essential Resource Guide.	
Fluency	#15 Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	Fluency instruction in *Literacy by Design* is based on the research of Dr. Michael Opitz (see Comprehensive Teacher's Guide Professional Handbook, p. T106) and follows four guidelines for effective fluency instruction: • Students need to develop an ear for what fluent reading sounds like • Students need time to practice reading (including repeated reading of the same text) • Students need support (teacher modeling, reader's theater, choral reading) • Students need texts they can read with ease to develop expression, phrasing, and reading rate Each week, students encounter vocabulary and high frequency words in lists before they encounter these words in connected texts. Through the gradual release model, teachers will first model a strategy, then ask students to share the strategy as a class, and monitor as students interact with their partners to apply the strategy. While the fluency strategy might vary each week (as recommended by Dr. Opitz to follow all four guidelines above),	See Comprehensive Teacher's Guide Professional Handbook, p. 106 See Comprehensive Teacher's Guide Step 1: Build Reading Skills in any lesson including: pp. 106, 112, 114, 116, and 118
Fluency	#27 Are students taught a specific error correction to use when reading with a partner?	*Literacy by Design* includes daily partner work and teaches several error correction techniques. Partner work in *Literacy by Design* is intended to elevate the productivity of instructional time (see Linda Hoyt's article in the Comprehensive Teacher's Guide Professional Handbook, pp. T100-T101), so students daily apply one of the target strategies—including Use Fix-Up Strategies—with their partners. Partner work is intended to be non-threatening and a time to share, so	See Comprehensive Teacher's Guide pp. T66-T67, T72-T73, and T100-T101 See Comprehension Bridges 8 and 16, Use Fix-Up Strategies See Small Group Reading Teacher Guide, pp. A29

		the focus is on thinking and reading together. Partner routines are also included in the Small Group Reading Teacher's Guide Appendix.	
Vocabulary	#5 Does vocabulary instruction include cumulative review?	*Literacy by Design* uses Robert Marzano's six-step method for teaching vocabulary; students encounter and interact with words each day during the week they are introduced and review them at the end of the week in a learning game.	See Step 1 in the Comprehensive Teacher's Guide for any week of instruction including pp. 14, 16, 18, and 20; and 24, 26, 28, 30, and 32
Vocabulary	#12 Does vocabulary instruction occur before, during, and after reading?	Vocabulary words that appear in students texts are introduced at the beginning of the week and students return to them each day in their vocabulary journals. In whole class instruction, the unique Preview, View, Review boxes offer before, during, and after reading vocabulary instruction.	See any lesson in the Comprehensive teacher's Guide including pp. 338, 339, 345 and 348, 357, and 359.
Vocabulary	#20 Are meanings of prefixes, roots, and suffixes taught before connecting them to words?	Explicit instruction on the meanings of prefixes, roots, and suffixes begins in second grade in *Literacy by Design*. First grade word study focuses on word families and decoding word parts other than affixes.	See vocabulary instruction in Step 1: Build Reading Skills in the Comprehensive Teacher's Guide including pp. 503, 506, 508, 510, 512, and 514 See Small Group reading Teacher's Guide pp. 111-115, 176-180 See Comprehension Bridge 16, Use Fix-Up Strategies: Decoding Word Parts
Vocabulary	#21 Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?	Explicit instruction on the meanings of prefixes, roots, and suffixes begins in second grade in *Literacy by Design*. First grade word study focuses on word families and decoding word parts other than affixes.	See vocabulary instruction in Step 1: Build Reading Skills in the Comprehensive Teacher's Guide including pp. 503, 506, 508, 510, 512, and 514 See Small Group reading Teacher's Guide pp. 111-115, 176-180 See Comprehension Bridge 16, Use Fix-Up Strategies: Decoding Word Parts
Vocabulary	#22 Are various aspects of word study included (either under	While students will encounter multiple meaning words in first grade, explicit instruction in word study focused on multiple meaning words does not begin until second grade. First grade word study focuses on word families and decoding word	See vocabulary instruction in Step 1: Build Reading Skills in the Comprehensive Teacher's Guide including pp. 503, 506, 508, 510, 512, and 514

	vocabulary or word recognition) such as: Multiple meanings	parts.	See Small Group reading Teacher's Guide pp. 111-115, 176-180 See Comprehension Bridge 16, Use Fix-Up Strategies: Decoding Word Parts
Vocabulary	#22 Are various aspects of word study included (either under vocabulary or word recognition) such as: Synonyms	Explicit instruction in word study including synonyms and shades of meaning can be found in the Essential Resource Guide. Additional support can be found in the Writer's Handbook.	See Essential Resource Guide, pp. 7-8 Also see Writer's Handbook, p. 21
Vocabulary	#22 Are various aspects of word study included (either under vocabulary or word recognition) such as: Antonyms	Antonyms are first introduced to students in Grade K, and more extensive word study with antonyms follows in the later grades. First grade students have support for antonym review, including a definition and examples, that can be found in the Writer's Handbook.	See Writer's Handbook, p. 21
Vocabulary	#22 Are various aspects of word study included (either under vocabulary or word recognition) such as: Homonyms	Explicit instruction in homonyms begins in later grades in *Literacy by Design*, but support, including a definition and examples, can be found in the Writer's Handbook.	See Writer's Handbook, p. 21
Vocabulary	#23 Is dictionary use explicitly taught using grade-appropriate dictionaries?	While teachers are free to use grade-appropriate dictionaries to complement instruction (as suggested in the Vocabulary section of the online theme centers), *Literacy by Design* gives students the opportunity to create their own grade-appropriate, student-friendly dictionaries in the form of Vocabulary Journals. Following Dr. Robert Marzano's six-step method, students will write their own definitions of words, create illustrations to support the meanings, revisit and refine their definitions and drawings, and return to their journal entries anytime throughout the year. Online theme centers also offer suggestions for providing	See Vocabulary Journal Master in Skills Master, p. 161 See online theme centers on Think Central in the Teacher Gateway

		grade-appropriate, science and social studies connected texts for students to interact with vocabulary words.	
Professional Development	2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	Yes, the Professional Development document explains the plan for coaches and training options providing on site teacher experts to provide peer coaching and modeling. Ongoing support is provided through our Classroom Connect elearning (hmhelearning.com) online environment. On hmheducation.com/journeys teachers and administrators can access video clips of model lessons to facilitate application of the content. For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.	See the Comprehensive Professional Development Plan. For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com and hmheducation.com/journeys For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 70.
Professional Development	4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	Yes, the professional development document explains training for administrators, teachers, coaches, parents and explains that training can be customized as needed by the school corporation to fit their teacher and student population.	See the Comprehensive Professional Development Plan.
Professional Development	5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	Principal checklists are provided during the administrator training. In addition to the onsite training the onsite resources are available 24/7: Classroom Connect website: hmhelearning.com Classroom Connect gives you the support you need to teach Houghton Mifflin Harcourt's programs successfully anytime, anywhere. Teachers and administrators can access video clips of model lessons to facilitate application of the content at hmheducation.com/journeys. For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.	See the Comprehensive Professional Development Plan. For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com and hmheducation.com/journeys For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 70.